

**AWARD PUBLISHING LIMITED**  
**CORRELATION TO THE COMMON CORE STATE STANDARDS FOR ELA**  
**GRADE 1**

<b>STRAND: Foundational Skills</b>	<b>Teacher Edition Page References</b>
<b>Print Concepts</b> <b>Standard 1. Demonstrate understanding of the organization and basic features of print.</b>	
a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE: Week 9: Seven Big Machines, p. 285 TE: Week 11: Lunchtime in the Garden, p. 353 TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299
<b>Phonological Awareness</b> <b>Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	
a) Distinguish long from short vowel sounds in spoken single syllable words.	TE: Week 2: Watching the Storm, p. 81 TE: Week 11: Lunchtime in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels)
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.	TE: Week 15: Prue Looks Like Sue, p. 120 TE: Week 24: Ooh! Aah!, p. 358
d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327
<b>Phonics and Word Recognition</b> <b>Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
a. Know the spelling-sound correspondences for common consonant digraphs	TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327
b) Decode regularly spelled one syllable words.	TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277
c) Know final -e and common vowel team conventions for representing long vowel sounds.	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277 TE: Week 24: The Roller Coaster Ride, p. 381

	TE: Week 31: Nothing Ever Happens, p. 264
d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TE: Week 22: My Dad's Camera, p. 303 TE: Week 28: My Big Sister's Computer, p. 135
e) Decode two-syllable words following basic patterns by breaking the words into syllables.	TE: Week 5: Listen to the Egg, p. 167 TE: Week 24: Ooh! Aah!, p. 367 TE: Week 33: Great Big Spelling Problems, p. 281, 282 TE: Week 36: The Boy Who Wanted to be Someone, p. 383
f) Read words with inflectional endings.	TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 10: Baby Animals, p. 315 TE: Week 21: Yummy in my Tummy, p. 282, 285 TE: Week 27: I Like Spinach, p. 125 TE: Week 29: My Dad's a Jogger, p. 159 TE: Week 35: Strawberries for Katinka, p. 331
g. Recognize and read grade-appropriate irregularly spelled words.	TE: Week 9: Seven Big Machines, p. 281, 282 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 27: The Sox Fox, p. 109 TE: Week 30: The Secret in the Box, p. 209
<b>Fluency</b> <b>Standard 4. Read emergent-reader texts with purpose and understanding.</b>	TE: Week 2: Puppy Playtime, p. 88, 89, 94 TE: Week 12: Billy and the Basketball, p. 378, 379, 384 TW: Week 29: My Dad's a Jogger, p. 154, 155, 158 TE: Week 36: Tricking Travis, p. 358, 359, 362, 370
<b>STRAND: Informational Text</b>	
<b>Standard 1. Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132, 134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220
2. Identify the main topic and retell key details of a text.	TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE: Week 19: Mama and Daddy, p. 221
<b>Standard 2. Craft and Structure</b>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TE: Week 4: Bear Cubs, p. 130, 134, 140 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307, 308, 312, 316 TE: Week 16: This Is My Head, p. 132, 134, 136, 140, 144 TE: Week 31: My Animal Report, p. 218

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TE: Week 7: Taking Turns, p. 220 TE: Week 22: My Dad's Camera, p. 303 TE: Week 28: My Big Sister's Computer p. 130, 131, 132, 135 TE: Week 31: My Animal Report, p. 216, 217, 220
<b>Standard 3. Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	TE: Week 4: Bear Cubs, p. 142 TE: Week 19: Mama and Daddy, p. 217 TE: Week 22: My Dad's Camera, p. 303 TE: Week 28: My Big Sister's Computer, p. 140
8. Identify the reasons an author gives to support points in a text.	TE: Week 4: Bear Cubs, p. 134 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 220
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TE: Week 4: Bear Cubs, p. 138 TE: Week 16: This is My Head, p. 138 TE: Week 22: My Dad's Camera, p. 306 TE: Week 34: My Neighborhood, p. 306, 310
<b>Standard 4. Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	TE: Week 7: Taking Turns, p. 217, 218, 220, 223 TE: Week 16: This Is My Head, p. 131, 134, 140, 144 TE: Week 31: My Animal Report, p. 217, 218, 219, 223 TE: Week 34: My Neighborhood, p. 303, 304, 309, 311
<b>STRAND: LANGUAGE</b>	
<b>Conventions of Standard English</b>	
<b>Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
a) Print all upper and lowercase letters.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334
b) Use common, proper, and possessive nouns.	TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211.
c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265
d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197
e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	TE: Week 2: Puppy Playtime, p. 95 TE: Week 24: The Roller Coaster Ride, p. 385 TE: Week 29: My Dad's a Jogger, p. 159, 163 TE: Week 35: Are We There Yet?, p. 351

f) Use frequently occurring adjectives.	TE: Week 6: Who Is Like Me?, p. 199 TE: Week 21: Yummy in My Tummy, p. 281, 285 TE: Week 26: My Spider Pet, p. 77 TE: Week 32: Snoopy the Snail, p. 249
g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).	TE: Week 8: The Jumping Competition, p. 249 TE: Week 12: The Lucky Grub, p. 371 TE: Week 24: Ooh! Aah!, p. 371 TE: Week 30: Tricked You, p. 199
h) Use determiners (e.g., articles, demonstratives).	Opportunities exist daily to meet this standard in the electronic texts TE: Week 5: Listen to the Egg, p. 162, 167 TE: Week 18: Zolar and the Children, p. 186, 187, 190, 195, 199 TE: Week 23: It's for You, p. 326, 327, 335, 338 TE: Week 24: The Roller Coaster Ride, p. 378, 379
i) Use frequently occurring prepositions (e.g., during, beyond, toward).	TE: Week 2: Watching the Storm, p. 77 TE: Week 8: Sarah Loves to Dance, p. 265 TE: Week 20: Little Duck's Walk, p. 265 TE: Week 27: The Sox Fox, p. 109 TE: Week 36: Tricking Travis, p. 367
j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TE: Week 8: The Jumping Competition, p. 253 TE: Week 14: Fishing with Grandad, p. 81 TE: Week 24: The Roller Coaster Ride, p. 385 TE: Week 29: Watch Me! Watch Me!, p. 179
<b>Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
a) Capitalize dates and names of people.	TE: Week 11: Zolar and Zina Love to Read, p. 342 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 22: My Dad's Camera, p. 310 TE: Week 30: The Secret in the Box, p. 213
b) Use end punctuation for sentences.	TE: Week 9: Seven Big Machines, p. 285 TE: Week 12: Billy and the Basketball, p. 385 TE: Week 20: The Bungee Jump, p. 253 TE: Week 35: Strawberries for Katinka, p. 339
c) Use commas in dates and to separate single words in a series.	TE: Week 20: The Bungee Jump, p. 240, 241, 253 TE: Week 26: My Spider Pet, p. 81 TE: Week 27: The Sox Fox, p. 113 TE: Week 32: Snoopy the Snail, p. 253
d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE: Week 2: Watching the Storm, p. 75 TE: Week 17: Learnalot, p. 179 TE: Week 24: Ooh! Aah!, p. 363 TE: Week 33: Great Big Spelling Problems, p. 277

<b>Knowledge of Language</b> <b>Standard 3. (Begins in grade 2)</b>	
<b>Vocabulary Acquisition and Use</b> <b>Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>	
a) Use sentence-level context as a clue to the meaning of a word or phrase.	TE: Week 7: Taking Turns, p. 234 TE: Week 14: Fishing with Grandad, p. 81 TE: Week 21: Yummy in My Tummy, p. 272
b) Use frequently occurring affixes as a clue to the meaning of a word.	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 19: Mama and Daddy, p. 225 TE: Week 36: Tricking Travis, p. 363
c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TE: Week 2: Puppy Playtime, p. 95 TE: Week 19: Mama and Daddy, p. 225 TE: Week 30: Tricked You, p. 199 TE: Week 29: My Dad's a Jogger, p. 159 TE: Week 35: Strawberries for Katinka, p. 331
<b>Standard 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b>	
a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TE: Week 8: Sarah Loves to Dance, p. 263 TE: Week 15: Prue Looks Like Sue, p. 125 TE: Week 17: My Skeleton, p. 159 TE: Week 24: The Roller Coaster Ride, p. 382
b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	TE: Week 4: Bear Cubs, p. 139 TE: Week 22: My Dad's Camera, p. 307 TE: Week 28: My Big Sister's Computer, p. 144 TE: Week 34: My Neighborhood, p. 304
c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TE: Week 7: Taking Turns, p. 216, 218, 220 TE: Week 15: Prue Looks Like Sue, p. 120, 121 TE: Week 23: The Worst Haircut in the World, p. 346 TE: Week 34: My Neighborhood, p. 302, 304, 306
d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	TE: Week 27: The Sox Fox, p. 113 TE: Week 27: I Like Spinach, p. 124 TE: Week 30: Tricked You!, p. 199 TE: Week 33: Grumpy Jock's Birthday, p. 293
<b>Standard 6.</b> <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>	TE: Week 8: The Jumping Competition, p. 240, 244 TE: Week 23: It's for You, p. 326, 327 TE: Week 26: My Spider Pet, p. 81 TE: Week 33: Great Big Spelling Problems, p. 280
<b>STRAND: LITERATURE</b>	
<b>Standard 1. Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	TE: Week 3: Fly, Baby Bird, Fly, p. 104 TE: Week 15: Brian My Friend, p. 113 TE: Week 17: Learnalot, p. 181 TE: Week 27: The Sox Fox, p. 100, 101, 104, 114 TE: Week 32: Snoopy the Snail, p. 244, 254
2. Retell stories, including key details, and demonstrate understanding of their central message	TE: Week 9: Seven Big Machines, p. 276 TE: Week 15: Prue Looks Like Sue, p. 122

or lesson.	TE: Week 29: Watch Me! Watch Me!, p. 176 TE: Week 35: Are We There Yet? p. 348
3. Describe characters, settings, and major events in a story, using key details.	TE: Week 8: The Jumping Competition, p. 244 TE: Week 15: Prue Looks Like Sue, p. 121, 122 TE: Week 26: I Hate My Hair, p. 90 TE: Week 33: Great Big Spelling Problems, p. 276
<b>Standard 2. Craft and Structure</b>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TE: Week 2: Watching the Storm, p. 68, 72 TE: Week 8: Sarah Loves to Dance, p. 260, 262 TE: Week 14: Fishing with Grandad, p. 77 TE: Week 26: My Spider Pet, p. 68, 72
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TE: Week 17: My Skeleton, p. 154 TE: Week 29: Watch Me! Watch Me!, p. 176
6. Identify who is telling the story at various points in a text.	TE: Week 2: Watching the Storm, p. 76 TE: Week 11: Zolar and Zina Love to Read, p. 338 TE: Week 27: The Sox Fox, p. 100 TE: Week 35: Are We There Yet?, p. 348
<b>Standard 3. Integration of Knowledge and Ideas</b>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	TE: Week 2: Puppy Playtime, p. 88, 90 TE: Week 15: Brian My Friend, p. 113 TE: Week 17: Lernalot, p. 181 TE: Week 18: Zolar and the Children, p. 190, 198, 199 TE: Week 26: My Spider Pet, p. 72 TE: Week 27: The Sox Fox, p. 104
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	TE: Week 8: The Jumping Competition, p. 244 TE: Week 18: Zolar and the Children, p. 190, 198 TE: Week 26: My Spider Pet, p. 72 TE: Week 29: Watch Me! Watch Me!, p. 176
<b>Standard 4. Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Opportunities exist daily to meet this standard.	TE: Week 9: Seven Big Machines, p. 272, 273, 276 TE: Week 16: This is My Head, p. 132, 134, 138 TE: Week 27: The Sox Fox, p. 100, 102, 104 TE: Week 33: Great Big Spelling Problems, p. 272, 273, 276
<b>STRAND: SPEAKING &amp; LISTENING</b>	
<b>Standard 1. Comprehension and Collaboration.</b>	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	TE: Week 2: Watching the Storm, p. 68 TE: Week 11: Zolar and Zina Love to Read, p. 326, 330 TE: Week 15: Brian, My Friend, p. 100, 101 TE: Week 35: Strawberries for Katinka, p. 326, 327, 330

b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TE: Week 11: Zolar and Zina Love to Read, p. 330 TE: Week 20: The Bungee Jump, p. 244 TE: Week 24: The Roller Coaster Ride, p. 378, 379 TE: Week 36: Tricking Travis, p. 358, 359, 362
c) Ask questions to clear up any confusion about the topics and texts under discussion.	TE: Week 4: Bear Cubs, p. 130 TE: Week 20: The Bungee Jump, p. 244 TE: Week 25: Please Come to My Place, p. 48 (read to/with)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TE: Week 5: Listen to the Egg, p. 154, 158 TE: Week 14: Fishing with Grandad, p. 68, 72, 76, 80 TE: Week 15: Brian, My Friend, p. 100, 104, 113 TE: Week 17: Learnalot, p. 174, 176, 181 TE: Week 18: What Shall We Call the Kitten?, p. 206, 208, 210, 213 TE: Week 27: The Sox Fox, p. 100, 108
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TE: Week 4: Bear Cubs, p. 130 TE: Week 5: Listen to the Egg, p. 154, 158 TE: Week 16: This Is My Head, p. 130, 131 TE: Week 29: My Dad's a Jogger, p. 154, 155
<b>Standard 2. Presentation of Knowledge and Ideas</b>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE: Week 5: Listen to the Egg, p. 171 TE: Week 11: Zolar & Zina Love to Read, p. 342 TE: Week 21: Yummy in My Tummy, p. 276 TE: Week 28: My Big Sister's Computer, p. 135
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE: Week 9: Seven Big Machines, p. 275, 280 TE: Week 14: I Like Cars, p. 90 TE: Week 28: My Big Sister's Computer, p. 135 TE: Week 36: Tricking Travis, p. 375
6. Produce complete sentences when appropriate to task and situation.	Opportunities exist weekly in the interactive writing activity. TE: Week 3: Fly, Baby Bird, Fly, p. 108, 113 TE: Week 15: Brian, My Friend, p. 100, 101 TE: Week 20: The Bungee Jump, p. 244, 248, 257 TE: Week 29: My Dad's a Jogger, p. 158
<b>STRAND: WRITING</b>	
<b>Standard 1. Text Types and Purposes</b>	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TE: Week 11: Zolar and Zina Love to Read, p. 342 TE: Week 36: Tricking Travis, p. 366
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TE: Week 5: Listen to the Egg, p. 163 TE: Week 19: Mama and Daddy, p. 224 TE: Week 20: The Bungee Jump, p. 257 TE: Week 31: My Animal Report, p. 224, 228

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TE: Week 11: Lunchtime in the Garden, p. 352 TE: Week 15: Brian, My Friend, p. 113 TE: Week 17: Learnalot, p. 181 TE: Week 18: What Shall We Call the Kitten?, p. 213 TE: Week 20: The Bungee Jump, p. 248 TE: Week 30: Tricked You, p. 194
<b>Standard 2. Production and Distribution of Writing</b>	
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TE: Week 11: Zolar and Zina Love to Read, p. 334, 339 TE: Week 15: Brian, My Friend, p. 108 TE: Week 20: Little Duck's Walk, p. 266 TE: Week 32: Nothing Ever Happens, p. 266
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: Week 10: Baby Animals, p. 314 TE: Week 18: Zolar and the Children, p. 202 TE: Week 26: My Spider Pet, p. 76 TE: Week 30: Tricked You, p. 203
<b>Standard 3. Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	TE: Week 11: Zolar and Zina Love to Read p. 343 TE: Week 18: Zolar and the Children, p. 190 TE: Week 20: The Bungee Jump, p. 257 TE: Week 26: My Spider Pet, p. 76 TE: Week 30: Tricked You, p. 203
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: Week 7: Taking Turns, p. 224, 228 TE: Week 20: The Bungee Jump, p. 257 TE: Week 23: It's For You, p. 330 TE: Week 24: The Roller Coaster Ride, p. 380 TE: Week 30: Tricked You, p. 203 TE: Week 36: The Boy Who Wanted to be Someone, p. 380
9. (Begins in grade 4)	
<b>Standard 4. Range of Writing</b>	
10. (Begins in grade 3)	